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ABSTRACT

Findings of a study that examined Colorado administrators' perceptions of the adequacy of their administrator preparation programs are presented in this paper. The primary purposes of the project are to provide feedback to institutions from former students regarding their administrator preparation so that they may continue to improve their programs, and to provide the State Board of Education with information concerning the adequacy of standards and programs. During spring 1992, surveys were sent to 193 Colorado administrators who had received certification from an approved Colorado program since 1989. A total of 96 usable returns were received. At least 90 percent of the administrators perceived 25 of the 29 preparation areas as relevant to their current positions. The following 3 preparation areas received 85 percent or more affirmative responses with regard to adequacy of preparation: ensuring that legal responsibilities of the school are being met and safeguarding legal rights of students, staff, and parents; articulating the role and purpose of education in contemporary society; and planning. Sixty percent or fewer of the respondents said that they were adequately prepared in the following areas: assessing learning abilities and disabilities of students; utilizing auxiliary business services effectively; administering provisions of negotiated employment contracts; and identifying and utilizing resources available to schools. Overall, the percentage of respondents who indicated adequate preparation increased from 1991 to 1992. One table and one figure are included. The appendix contains a copy of the survey. (LMI)

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1992 SURVEY OF COLORADO SCHOOL ADMINISTRATOR PREPARATION PROGRAMS

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EXECUTIVE SUMMARY

The Colorado administrator survey is sponsored jointly by the Colorado Department of Education and the Colorado Council of Deans of Education. The implementation of this survey is required by the Teacher Certification Act of 1975 as amended in 1988. The primary purposes of the project are to provide feedback to institutions from former students regarding their administrator preparation so that they may continue to improve their programs, and to provide the State Board of Education with information concerning the adequacy of standards and programs.

The administrator survey was implemented for the first time in 1989. Survey questions were based upon the State Board of Education standards for the approval of school administration preparation programs. Surveys were sent to current superintendents, assistant superintendents, principals and assistant principals who received their Type D school administration certificates or an additional endorsement from an approved Colorado program since 1989. Additional survey information about individual preparation programs has been provided to each program.

Twenty-five of the 29 preparation areas were perceived as relevant to their current position by 90 percent or more of the respondents. The other four areas were indicated as relevant by 81 to 89% of the responding administrators. Most relevance percentages in 1992 were similar to those in 1991. Ten categories were up from 1991, with increases of 1 - 14 percentage points, with "implementing organizational objectives" having the largest increase. In 17 categories there were decreases of 1 - 10 percentage points between 1991 and 1992, with "developing and maintaining an effective and efficient management information system" showing the largest decrease.

When asked to respond to the adequacy of their preparation in the 29 preparation areas, only one item had 90 percent of the respondents stating they felt adequately prepared: "Ensuring that legal responsibilities of the school are being met and safeguarding legal rights of student, staff, and parents." Nine of the 29 categories had 80 percent or more of the respondents stating they felt adequately prepared. However, less than 79 percent of the respondents felt adequately prepared in 20 of the preparation areas. Forty-six percent of the respondents felt not adequately prepared to effectively "identify and utilize resources available to schools, including state and federal categorical aid and foundation grants."

The following three preparation areas received 85 percent or greater affirmative responses with regard to adequacy of preparation:

- Ensuring that legal responsibilities of the school are being met and safeguarding legal rights of students, staff, parents.
- Articulating the role and purpose of education in contemporary society.
- Planning

The following four preparation areas had 60 percent or fewer respondents saying they felt adequately prepared:

- Assessing learning abilities and disabilities of students.
- Utilizing auxiliary business services that are available to the district in an effective manner.
- Administering provisions of negotiated employment contracts.
- Identifying and utilizing resources available to schools; including state and federal categorical aid and foundation grants.

Overall from 1991 to 1992, there were substantial increases in the percentage of respondents indicating adequate preparation. The percentage of "adequately prepared" ratings increased in 15 of the 29 component areas. Decreases occurred in 12 of the components. The greatest gains were realized in "supervising and evaluating effectiveness of staff" (up from 69 to 84 percent), and "assessing relationships between cost and effectiveness" (up from 48 to 61 percent).

INTRODUCTION

This report presents the 1992 results of the survey of Colorado administrators, mandated by the Teacher Certification Act of 1975 as amended in 1988 (22-60-114 C.R.S.). The purpose of the survey is to provide Colorado institutions of higher education and the Colorado State Board of Education with information for the continued improvement of administrator education programs. Additional survey results about individual preparation programs have been provided to each program.

The administrator survey was first implemented in 1989. The survey form was developed by the Colorado Department of Education in collaboration with a committee of higher education professors of school administration. Questions were based on the State Board of Education standards for approval of school administration preparation programs. Surveys have been conducted annually through 1992, but now, under statute, will be conducted in 1994, 1996, 1998 and then become annual again in 1999 (60.5-116 C.R.S.). Surveys in 1992 were sent to current superintendents, assistant superintendents, principals and assistant principals who received a Type D school administration certificate or a new endorsement since 1989 and attended a Colorado institution.

Raters were asked to make assessments concerning major areas of their administrator preparation programs. Each component was rated in relation to relevancy to current position and adequacy of preparation. In addition, the respondent was given an opportunity to indicate specific aspects of an area which were not adequately covered. The major components rated were:

- basic management,
- leadership,
- decision-making and problem-solving,
- human relations,
- personnel administration,
- curriculum and instruction assessment, and
- resource utilization.

Opinions were also recorded with regard to practicum/internships, areas of study insufficiently covered or not included at all, and overall strengths, weaknesses and limitations of the preparation program.

ADMINISTRATOR SAMPLE

During Spring 1992, survey forms were sent to 193 Colorado administrators. The sample consisted of superintendents, assistant superintendents, principals, and assistant principals who received their administrative certificate or an additional endorsement in 1989, 1990, or 1991 via a Colorado administrator preparation program. Current position was based on the CDE-1 fall certificated personnel form. The in-state college attended selection came from the certificate file. The year of endorsement or D certificate also came from the CDE certificate file. Those with new certificates in 1989 had been surveyed in 1991 and were not included in the 1992 sample.

A total of 116 survey forms were returned, yielding a 60.1 percent response rate. However, while no forms indicated an out-of-state college or university, 20 of the returned forms indicated a program completion year prior to 1989 and were eliminated from the database. These cases were excluded from analysis, even though CDE records indicated they qualified, because it was probable they were giving judgements about earlier college experiences. The survey is designed to give reactions to recent administrator preparation experiences so that the colleges may consider improvements to their current programs. Analyses were conducted utilizing a sample of 96 administrators. Presented below are several key characteristics of the sample.

Colorado Institution Attended: Administrator Preparation

	<u>Number</u>	<u>Percent</u>
University of Northern Colorado	18	18.8%
Colorado State University	24	25.0
University of Colorado-Colorado Springs	10	10.4
University of Colorado-Denver	20	20.8
University of Denver	18	18.8
Other	<u>6</u>	<u>6.3</u>
	96	100.0

Survey Sample by Type of Endorsement

	<u>Number</u>	<u>Percent</u>
Elementary Principal	28	29.2%
Junior/Middle School Principal	4	4.2
Secondary Principal	36	37.5
Superintendent	9	9.4
Multiple Endorsement	<u>19</u>	<u>19.8</u>
	96	100.0

Multiple endorsement included one special education director, three combinations of principal and superintendent and 15 combinations of various principal endorsements.

Survey Sample by Current Position Held

	<u>Number</u>	<u>Percent</u>
Superintendent	10	10.4%
Assistant Superintendent	5	5.2
Principal	34	35.4
Assistant Principal	46	47.9
Other	<u>1</u>	<u>1.0</u>
	96	100.0

Position held was compared with type of recent endorsement. Of the 68 holders of a recent principal endorsement, 97 percent were in principal or assistant principal positions. Of the nine holders of a recent superintendent endorsement, 100 percent were in superintendent or assistant superintendent positions.

Survey Sample by Current Assignment Level

	<u>Number</u>	<u>Percent</u>
District Office	10	10.4%
Elementary School	30	31.3
Junior High/Middle School	24	25.0
High School	19	19.8
Junior/Senior High	4	4.2
K-12 or Multiple Level	<u>2</u>	<u>2.4</u>
	96	100.0

Survey Sample by School District Size

<u>Number of Students</u>	<u>Number</u>	<u>Percent</u>
300 or Fewer	15	15.8%
301 to 600	14	14.7
601 to 1,200	7	7.4
1,201 to 6,000	17	17.9
6,001 to 25,000	21	22.1
Over 25,000	<u>21</u>	<u>22.1</u>
	95	100.0

ADMINISTRATOR EVALUATION RESULTS

Respondents to the survey were asked to rate 29 components in seven major areas of their administrator preparation program on two different scales. Each scale provided a two-point response relating to: a) relevancy of each component to current administrator position and b) adequacy of preparation for each component (as shown below). Results are presented as percent of respondents.

Relevance to Current Position

Relevant-----Not Relevant

Adequacy of Preparation

Adequate-----Not Adequate

In addition, each respondent was asked to identify any specific aspects of their programs which they felt were not adequately covered. Administrator opinions also were collected regarding practicum/internships, areas of study insufficiently covered or not included at all, overall strengths and weaknesses of their preparation, and limitations of the preparation program.

Relevance to Current Position

Most respondents to the survey felt that all of the listed elements of the major areas of their administrator preparation programs were relevant to their current position (Table 1). Twenty-five of the 29 components were indicated as relevant by over 90 percent of the respondents. The other four components were indicated as relevant by between 81 and 89 percent of the responding administrators.

Most relevance percentages in 1992 were similar to those in 1991. Ten categories were up from 1991, with increases of 1 - 14 percentage points, with "implementing organizational objectives" having the largest increase. In 17 categories there were decreases of 1 - 10 percentage points between 1991 and 1992, with "developing and maintaining an effective and efficient management information system" showing the largest decrease.

Adequacy of Preparation

Respondents were asked to indicate whether or not they felt, given their current assignment, that their preparation in each of the 29 component areas was adequate. Ninety percent of the responding administrators said preparation was adequate for only one component: "ensuring that legal responsibilities of the school are being met." Preparation in nine component areas was perceived as adequate by 80 percent or more of respondents. However, preparation in 20 other component areas was rated adequate by less than 79 percent of respondents.

The component areas receiving 85 percent or greater positive responses were:

- 90% - Ensuring that legal responsibilities of the school are being met and safeguarding legal rights of students, staff, parents.
- 86% - Articulating the role and purpose of education in contemporary society.
- 86% - Planning

Those component areas receiving fewer than 65 percent affirmative responses were:

- 64% - Budgeting.
- 64% - Getting people to work together in arriving at rational decisions.
- 63% - Developing and administering local school budgets.
- 61% - Articulating financial needs of the schools to staff, parents, citizens: to show relationships between program needs, financial needs, total student development.
- 61% - Assessing the relationship between cost and effectiveness.
- 60% - Assessing learning abilities and disabilities of students.
- 58% - Utilizing auxiliary business services that are available to the district in an effective manner.
- 56% - Administering provisions of negotiated employment contracts.
- 54% - Identifying and utilizing resources available to schools; including state and federal categorical aid and foundation grants.

Overall from 1991 to 1992, there were substantial increases in the percentage of respondents indicating adequate preparation (Figure 1). The percentage of "adequately prepared" ratings increased in 15 of the 29 component areas. Decreases occurred in 12 of the components. The greatest gains were realized in "supervising and evaluating effectiveness of staff" (up from 69 to 84 percent), and "assessing relationships between cost and effectiveness" (up from 48 to 61 percent).

TABLE I

STATE SUMMARY: Ratings of Administrator Preparation Programming

	Percent Reporting Component Relevant to Position			Percent Reporting Feeling Adequately Prepared		
	1990 n=42	1991 n=57	1992 n=96	1990	1991	1992
1. BASIC MANAGEMENT:						
Planning.	97%	98%	99%	80%	88%	86%
Budgeting.	90	95	92	66	63	64
Implementing organi- zational objectives.	100	85	99	67	85	81
Evaluating progress toward achievement of goals and effectiveness of programs	100	98	99	68	73	74
Organizing work, people, resources and instructional programs.	100	100	99	71	77	82
Directing the work of others.	100	100	98	68	77	81
2. LEADERSHIP:						
Articulating the role and purpose of education in contemporary society.	97	95	98	82	82	86

TABLE 1-CONT

Ensuring the legal responsibilities of the school are being met and safeguarding legal rights of students, staff and parents.	97	98	98	95	98	90
Understanding, planning, implementing procedures to achieve educational accountability.	100	100	99	62	64	70
Bringing about change in the organization, its programs, activities and people.	100	96	98	58	69	66
Developing and maintaining an effective and efficient management information system suitable to the needs of school or district.	97	100	90	60	72	72

3. DECISION-MAKING AND PROBLEM-SOLVING:

Identifying decisions that must be made, problems that need to be solved.	100	100	97	77	93	78
Getting people to work together in arriving at rational decisions.	100	100	97	75	80	64
Using findings of research and exemplary practice in rational decision-making process.	95	96	92	85	89	83
Accepting responsibility for results of the decision-making process.	97	98	97	83	80	80

TABLE 1-CONT

4. HUMAN RELATIONS:

Managing or resolving conflict so organization's goals are achieved.	100	100	97	60	70	72
Getting people to work together to achieve organization's goals in the most effective, efficient manner.	100	100	97	57	66	74
Working effectively with diverse community groups and involving them in meaningful activities related to the school and educational program.	98	98	93	50	57	65

5. PERSONNEL ADMINISTRATION:

Recruiting, screening, selecting competent staff members.	92	94	95	58	63	75
Supervising, evaluating effectiveness of staff.	100	100	97	68	69	84
Administering provisions of negotiated employment contracts.	74	75	81	51	69	56

6. CURRICULUM AND INSTRUCTION ASSESSMENT:

Assessing effectiveness and appropriateness of the scope and sequence of the curriculum.	97	98	94	69	72	70
Assessing relationship between cost and effectiveness.	97	90	84	46	48	61

TABLE 1-CONT

Assessing learning abilities, disabilities of students.

95 85 88 60 59 60

7. RESOURCE UTILIZATION:

Identifying, utilizing resources available to schools; including state, federal, categorical aid & foundation grants.

85 86 90 26 58 54

Planning, utilizing physical facilities in an effective manner.

98 93 95 80 74 76

Developing and administering local school budgets.

85 92 91 63 66 63

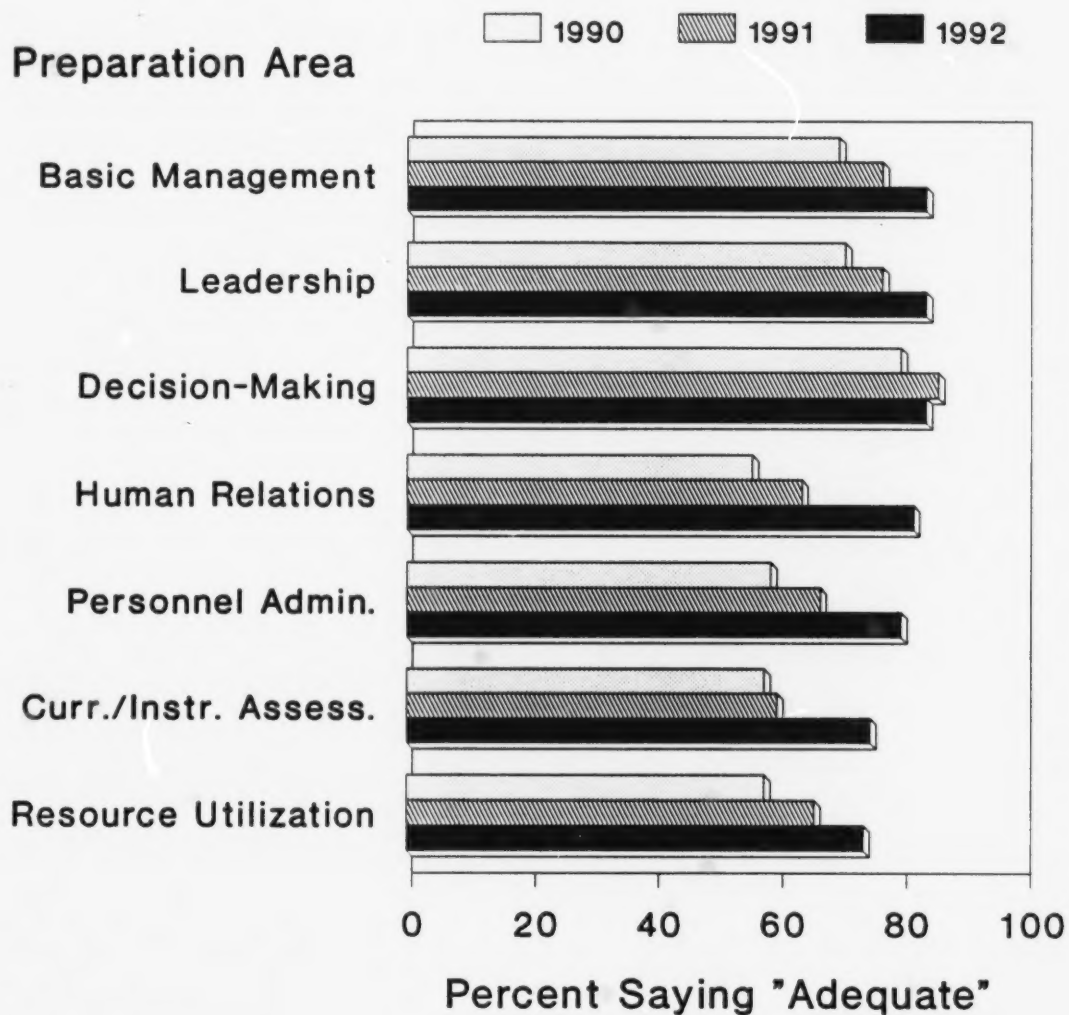
Articulating financial needs of the schools to staff, parents, citizens: to show relationships between program needs financial needs, total student development.

97 92 92 56 66 61

Utilizing auxiliary business services that are available to the district in an effective manner. (i.e., transportation, food services, purchasing, data processing).

92 88 87 63 64 58

**Figure 1: Adequacy of Preparation
State Results 1990, 1991, 1992**



General Opinions

The majority of respondents had completed an internship or practicum as part of their preparation program. Of the 78 percent who had completed an internship, 70 percent felt that the placement level was appropriate to their subsequent assignment. Additionally, 57 percent felt that the effectiveness of their internship was adequate, 17 percent felt that it had been moderately adequate, and 26 percent that their internship had been inadequate. Twenty-two percent of the respondents had not completed an internship as part of their program. Of those who did not, 33 percent had the requirement waived based upon previous administrative experience.

1a. Completed Supervised Practicum/Internship for Principalship or Superintendency As Part of Preparation Program

78% Yes
22% No

1b. If Yes to Above Question, was Practicum at the Appropriate Level to Your Current Assignment?

70% Yes
30% No

1c. Effectiveness of Practicum/Internship

26% Not adequate
17% Moderately adequate
57% Adequate

2. Was the Practicum/Internship Waived or Substituted by the Preparing Institution Based Upon Previous Administrative Experience?

33% Yes
67% No

Most respondents took the opportunity to make additional comments relative to three open-ended questions at the end of the survey. These questions asked about strengths, weaknesses, and areas needing attention in preparation programs. The following are statewide summaries for these questions.

3. List any areas of responsibility or functions of your current position that were absent or insufficiently covered in your preparation programs for school administrators.

Two areas were most mentioned: human relations and budgeting. An area frequently mentioned in

1991, teacher evaluation, was mentioned only once in 1992 under question 3. Feeling not prepared in budgeting continues as a frequent comment, and with the growing school budget and finance issues undoubtedly will continue to be an area of high concern. Budget comments included both school finance and school level (vs. district level) budgets.

The general concern with preparation in human relations ("people skills") covers a variety of issues such as conflict resolution, consensus building, supervision, change process, group dynamics, working with families and dealing with diverse groups of people. Student discipline and attendance also was frequently mentioned. Public relations, the political context of schools, and relations with the local school board were mentioned several times.

Other specific comments mentioned, but infrequently, were: marketing, grant writing, technology, "creative scheduling", special education, school law and curriculum and assessment.

4. List the strengths of your preparation program (excluding the internship).

Quality of staff and coverage of law and legal aspects of schools were most frequently cited as strengths by the respondents. The faculty were seen as experienced and expert. Many mentioned that hearing from practicing administrators and the opportunity to meet other administrators (students or faculty), was valued.

Also mentioned as strengths were leadership philosophy, teacher evaluation, budgeting, ideas on change, planning and improvement, organizational development and team building.

5. List the limitations of your preparation program.

The comments this year were similar to those of last year and reflected a frustration with "too much theory and not enough practical experience." Respondents called for more "nuts and bolts" and linking practical experience to the program. Fewer, but related, comments were made about faculty: isolation from school experiences, faculty turnover and marginal guest speakers. At the same time, faculty were also cited as one of the strengths of their program.

Two specific areas cited several times as limitations were budgeting/finance and teacher evaluation. Most comments were one-of-a-kind.

Direct experience perennially is rated by the administrator respondents as highly valued, and programs were urged to do more with real experiences. These comments are very similar to those expressed by new teachers in the first and third year teacher evaluation survey.

APPENDIX

1992 Administrator Preparation

Program Evaluation Form

1992 ADMINISTRATOR PREPARATION PROGRAM EVALUATION (CDE 459)

For each question, please mark the one that best applies

1. Which of the following best describes your position?

☐ (a) Superintendent
☐ (b) Assistant or associate superintendent
☐ (c) Principal
☐ (d) Assistant or associate principal
☐ (e) Other _____

2. How many years have you worked as a school administrator, including the current year?

3. Please indicate the college or university at which you completed your school administration program for which you were recently endorsed.

☐ (10) Chapman University - Colorado Site
☐ (49) University of Northern Colorado
☐ (50) Colorado State University
☐ (71) University of Denver
☐ (74) University of Colorado - Colorado Springs
☐ (75) University of Colorado - Denver
☐ (99) University of Phoenix - Colorado Site
☐ (01) Other _____

4. In what year did you complete this administrator preparation program?

5. Which endorsement best describes your recent preparation program?

☐ (a) Elementary Principal
☐ (b) Middle, Junior High Principal
☐ (c) Secondary School Principal
☐ (d) Superintendent of Schools
☐ (e) Multiple endorsements, please specify: _____

6. Please indicate the level which best describes your current assignment.

☐ (a) District office
☐ (b) Elementary school
☐ (c) Junior high or middle school
☐ (d) Secondary school
☐ (e) Junior/senior high school
☐ (f) K-12 or multiple level

7. Please indicate the size of your school district.

☐ (a) 300 or fewer pupils	☐ (d) 1,201 to 6,000 pupils
☐ (b) 301 to 600 pupils	☐ (e) 6,001 to 25,000 pupils
☐ (c) 601 to 1,200 pupils	☐ (f) Over 25,000 pupils

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(OVER) 

STANDARDS

Listed below are components in major areas of administrator preparation programs. Using X's or check marks, please indicate how relevant you feel each component is for your present assignment and how adequate you feel that your administrator preparation program prepared you for this area. Identify in the last column any specific aspects that were not adequately covered in your program.

		Relevance for your current position		Adequacy of preparation		Specific aspects of this area that were not adequately covered
		Relevant	Not Relevant	Adequate	Not Adequate	
1.	BASIC MANAGEMENT:					
	a. Planning.	_____	_____	_____	_____	_____
	b. Budgeting.	_____	_____	_____	_____	_____
	c. Implementing organizational objectives.	_____	_____	_____	_____	_____
	d. Evaluating progress toward achievement of goals and effectiveness of programs.	_____	_____	_____	_____	_____
	e. Organizing work, people, resources, instructional programs.	_____	_____	_____	_____	_____
	f. Directing the work of others.	_____	_____	_____	_____	_____
2.	LEADERSHIP:					
	a. Articulating the role and purpose of education in contemporary society.	_____	_____	_____	_____	_____
	b. Ensuring that legal responsibilities of the school are being met and safeguarding legal rights of students, staff, parents.	_____	_____	_____	_____	_____
	c. Understanding, planning, implementing procedures to achieve educational accountability.	_____	_____	_____	_____	_____
	d. Bringing about change in the organization, its programs, activities, people.	_____	_____	_____	_____	_____
	e. Developing, maintaining an effective and efficient management information system suitable to the needs of the school or district.	_____	_____	_____	_____	_____
3.	DECISION-MAKING AND PROBLEM-SOLVING:					
	a. Identifying decisions that must be made, or problems that need to be solved.	_____	_____	_____	_____	_____
	b. Getting people to work together in arriving at rational decisions.	_____	_____	_____	_____	_____
	c. Using findings of research and exemplary practice in rational decision-making process.	_____	_____	_____	_____	_____
	d. Accepting responsibility for results of the decision-making process.	_____	_____	_____	_____	_____

STANDARDS (con't)

		Relevance for your current position		Adequacy of preparation		Specific aspects of this area that were not adequately covered
		<u>Relevant</u>	<u>Not Relevant</u>	<u>Adequate</u>	<u>Not Adequate</u>	
4.	HUMAN RELATIONS:					
a.	Managing or resolving conflict so organization's goals are achieved.	_____	_____	_____	_____	_____
b.	Getting people to work together to achieve organization's goals in the most effective, efficient manner.	_____	_____	_____	_____	_____
c.	Working effectively with diverse community groups and involving them in meaningful activities related to the school and educational program.	_____	_____	_____	_____	_____
5.	PERSONNEL ADMINISTRATION:					
a.	Recruiting, screening, selecting competent staff members.	_____	_____	_____	_____	_____
b.	Supervising, evaluating effectiveness of staff.	_____	_____	_____	_____	_____
c.	Administering provisions of negotiated employment contracts.	_____	_____	_____	_____	_____
6.	CURRICULUM AND INSTRUCTION ASSESSMENT:					
a.	Assessing effectiveness and appropriateness of the scope and sequence of the curriculum.	_____	_____	_____	_____	_____
b.	Assessing relationship between cost and effectiveness.	_____	_____	_____	_____	_____
c.	Assessing learning abilities, disabilities of students	_____	_____	_____	_____	_____
7.	RESOURCE UTILIZATION:					
a.	Identifying, utilizing resources available to the schools; including state, federal categorical aid and foundation grants.	_____	_____	_____	_____	_____
b.	Planning, utilizing physical facilities in an effective manner.	_____	_____	_____	_____	_____
c.	Developing, administering local school budgets.	_____	_____	_____	_____	_____
d.	Articulating financial needs of the schools to staff, parents, citizens: to show relationships between program needs, financial needs, total student development.	_____	_____	_____	_____	_____
e.	Utilizing auxiliary business services that are available to the district in an effective manner. (i.e., transportation, food services, purchasing, data processing).	_____	_____	_____	_____	_____

(OVER) →

OPINIONS

1. Did you complete a supervised practicum or internship for the principalship or superintendency as a part of your preparation program?

Yes _____ No _____

If yes, was this practicum at the level appropriate to your current assignment?

Yes _____ No _____

If yes, rate the effectiveness of this experience.

Not adequate _____ Moderately adequate _____ Adequate _____

2. Was the practicum or internship waived or substituted by the preparing institution based upon previous administrative experience?

Yes _____ No _____

3. List any areas of responsibility or functions of your current position that were absent or insufficiently covered in your preparation programs for school administrators.

4. List the strengths of your preparation program (excluding the internship).

5. List the limitations of your preparation program.